

Competency of Widyaiswara in Learning Management Competency of Lecturer Learning Management on the Quality of Learning Services at the Center for Social Welfare Education and Training Bandung

Warsono

Center for Social Welfare Education and Training Bandung Indonesia

Abstract:- The focus of research on Effect of Competence Lecturer in Learning Management with Quality of Service Learning. This type of research is descriptive qualitative. Analysis premises qualitative descriptive method. The technique of collecting data through library studies, observation, interview and questionnaire dissemination. The results of the research findings: The competence of the Regional II BBPPKS Lecturers in Bandung is currently lacking in getting guidance or evaluation from the institution or the head as the supervisor and direct supervisor. This situation has been going on for a long time, so the lecturers feel "right" and have no influence in the learning process. This is supported by the lack of control from the institution. Control is carried out through participant evaluation to widyaiswara, but the evaluation results are not followed up. If you do not immediately get a solution, it will certainly have an effect on achieving the quality of learning, and have an impact on the Quality of Learning Services at the Bandung Social Welfare Education and Training Center. The Standard Lecturer Competency Instrument has four competencies, namely: learning management, personality, social, and substantive. The four competencies are supported by each of the sub-competencies to achieve the intended competencies : (1) Making Design and Development of Eye Education and Learning Plans ; (2) Prepare teaching materials; (3) Making broadcast material; (4) Applying adult learning; (5) Making effective communication with participants; and (6) Evaluating learning.

Keywords:- Competence, Learning, Quality

I. INTRODUCTION

Education and training is one of the important means to improve the quality of the Human Resources of the State Civil Service as well as non ASN. The success of organizing Diklat is determined by the resources available in each Diklat institution. One of the resources in Diklat is a lecturer who is expected to have adequate abilities and competencies, this is a demand and need in each Diklat institution. Competency of lecturers is very influential on the contribution of success in the training process. Therefore this is the responsibility of the institution and for each lecturer in order to have adequate competence. Quality of Service in Learning for Diklat participants is an

expectation for organizers and Diklat stakeholders, including the Bandung Social Welfare Education and Training Center (BBPPKS), which is also the setting/place/location of research. Diklat in the Bandung Social Welfare Education and Training Center is one of the 6 (six) Central Offices which are the Technical Implementation UPT of the Ministry of Social Affairs.

The quality development of lecturers in general and also in the Bandung BBPPKS follows the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 22 of 2014 concerning Lecturer Functional Position and Credit Numbers. Seeing the phenomenon that occurs in the education activities and from the information obtained, researchers are very interested to conduct research on Lecturer Competence in Learning Management at BBPPKS Bandung. The underlying thing is that lecturers are the main and important factor in a training. Participants often make them role models even as self-identification figures. In education and training activities, widyaiswara is an element that greatly influences the achievement of education and training objectives, in addition to the participants and other facilities. The success of organizing education and training is one of the most decisive factors is the readiness of Widyaiswara in managing learning starting from planning, implementation until evaluation. This is why researchers to conduct research in the hope of getting an objective picture and can help contribute to solving the research results as recommendations Problem above.

II. THEORETICAL STUDY

Purwadarminta (1982: 51) describes competence as an authority or power to determine or decide things. In other words, competence is called authority or authority. Various competency thoughts and concepts as presented by several experts; Boyatzis in the Hutapea and Nurianna Thoha (2008) competence is the capacity that exists in someone who can make the person able to fulfill what is required by work in an organization so that the organization is able to achieve the expected results. Meanwhile Armstrong & Murlis in Ramelan (2003: 47), he defines competence as a fundamental characteristic of individuals that is causally related to effectiveness or excellent performance.

According to Wahjosumidjo (1995: 34), competence is an integrative routine task performance, which combines resources (the ability of knowledge, assets and processes, both visible and invisible) that results in a higher and competitive position. This is in line with the opinion of Becker and Ulrich in Suparno (2005: 24) that competency refers to individual's knowledge, skills, abilities or personality characteristics that directly influence job performance. That is, competence contains aspects of knowledge, skills and abilities or personality characteristics that affect performance.

Unlike Spencer and Spencer, (1993: 9) Competence is a characteristic that underlies a person and is related to the effectiveness of individual performance in his work. (an individual's underlying characteristic's of which is causally related to criterion-effective and superior referenced performance in a job or situation). Underlying Characteristics contains the meaning of competence is a part of personality that is deep and attached to someone and behavior that can be predicted in various situations and work tasks. Causally Related means competency is something that causes or predicts behavior and performance. Criterion Referenced means that competence actually predicts who is performing well, measured by the criteria or standards used.

More specifically Stephen Robbin (2007: 38), argues, competence is the ability or a person's capacity to do various tasks in a job, where this ability is determined by two factors that are intellectual ability and physical ability. Whereas according to Mangkunegara (2005: 113), Competence is a fundamental factor possessed by someone who has more ability, which makes it different from someone who has average ability or just normal. Another case that was conveyed by Mulyasa (2015: 96) is that competency is an indicator that points to observable actions, and as a concept that covers aspects of knowledge, skills, values and attitudes, as well as the stages of its implementation as a whole. In UU no. 14 of 2005 article 10 paragraph 1 about teachers and lecturers stating that: Teacher competencies as referred to in Article 8 include: pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education.

Development of Education and Training in Government Institutions widyaiswara is a professional functional staff, tasked with educating, teaching, and training; idealized with the concept of planning and carrying out the learning process, assessing the process and results of learning, guiding, and conducting research. Clearly stated in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia, Number 22 of 2014 concerning widyaiswara functional positions and credit numbers, the widyaiswara's main task is to implement civil servants' workshops, evaluate and develop training in Government Training and Education Institutions.

The existence of widyaiswara in the learning process in a training program still plays an important role. Lecturer is one of the most important elements in a Diklat. The success of the application of Competence is strongly influenced by several factors in the person concerned. This is in line with what was stated by Michael Zwell (2000: 56-68) there are several factors that can affect one's competency skills.

According to Prihadi (2004: 57) the benefits of competence are:

- Predictors of work success: An accurate competency model will be able to determine exactly what knowledge and skills are needed to succeed in a job. If someone who has a position can have competencies that are used as conditions in his position, he can be predicted to be successful.
- Recruiting reliable employees: If you have successfully determined what competencies a particular position requires, then it is easy to become a basic criterion in recruiting new employees.
- Become the basis for employee assessment and development: Identification of accurate job competencies can be used as a measure of one's ability. Based on this competency system, it can be seen whether someone has developed it, with training and guidance or needs to be transferred to another part. Ruky in Sutrisno (2010).

III. RESEARCH METHODS

This type of research is descriptive qualitative. The approach used is a qualitative approach that is research that emphasizes the analysis of descriptive data or qualitative data obtained by Qualitative Descriptive method, which is to explore research questions through testing data analysis so that an objective picture of the object of research is obtained. The research instruments used were: Open questionnaires and Indepth interviews. This research method uses descriptive analysis method that is a research method that seeks to explain the state of the object under study based on actual factors, so it can describe the existing situation and reveal other circumstances related to the problem under study. The approach used is a qualitative approach, which is an approach to obtaining the depth of information about understanding, views and responses from informants regarding the competence of Bandung Regional II BBPPKS Lecturers that phenomena may only be obtained through a qualitative approach. According to Bogdan and Taylor as quoted by Moleong (2003: 3), qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. In qualitative research, to obtain primary data, informants are needed, according to Moleong (2000: 90), informants are people who are used to provide information about the situation and conditions of the research objectives. Then according to Bogdan and Biklen quoted Moleong (2004: 90) said, the benefits of informants for researchers is that in a relatively short time a lot of information is affordable or obtained. The technique

of selecting informants in this study was conducted purposively (meaningful), meaning that informants were selected based on certain considerations according to the purpose and objectives of the study. The number of informants / respondents were used as a source of data in this study is 30 (thirty) people, consisting of 6 structural officials of Bandung II Regional BBPPKS, 5 Social Workers, 1 Archivist, 1 Planner, 12 widyaiswara, 5 Diklat. Data collection techniques used were questionnaires given to respondents/informants. Interviews, data collection obtained by holding question and answer directly with research informants based on interview guidelines prepared by the author. Observation, is an observation carried out directly and non-participant on the phenomenon and object under study. Observations were also made on the actions and objects of the research at the time of the interview. Documentation study, is a technique of collecting data by studying documents that are relevant to research problems.

Data processing is done in triangulation, namely the method of data processing qualitatively through a cross-check from the respondents. Respondents include functional officials, alumni and training and research participants with the aim of obtaining valid data. Triangulation is a technique of data validity that uses something else outside the data for the purpose of checking or comparing the first data.

IV. RESEARCH DISCUSSION

A. Discussion of Research Results

Based on the results of interviews, observations and answers given by respondents in filling out questionnaires, the things done by the lecturers in managing learning were: Starting the learning, each widyaiswara conducted a very diverse process, but there were also some similarities such as before learning began, a lecturer was introduced by a class companion. The next activity was fully handed over to Widyaiswara. Widyaiswara in initiating the learning there is one who does ice breaking, but some are directly on the theme of learning. In this process, almost all widyaiswara did not provide hand outs to the training participants, especially the professional and technical training programs that did not use the module. by training organizers, each training participant is given a module. Media learning used by widyaiwara in learning includes material in the form of power points, some are using additional films or games / games. The aim is so that the training participants can easily receive and understand the training material delivered. The method used is lecture, discussion.

The influence of Lecturer Competence in Learning Management with Learning Service Quality is very related, this is reinforced by the answers of the respondents. Based on the answers of the respondents that the widyaiswara's competencies in managing learning were not all good, the widyaiswara in general did not make the Design of Eye Education and Training and Learning Plans. In addition, widyaiswara generally do not make teaching materials. According to structural officials and functional officials as

respondents, it is confirmed that the current conditions of Widyaiswara's competency still need to be improved through training as needed. This is in line with the variety of education quality of training participants is increasing as those who are educated from S1, S2 and there are even a number of training participants are attending a doctoral level education. A good lecturer competency will affect the quality of education and training services, but if the widyaiswara competency is not good, it will have an impact on the training participants, including lack of respect for the learning process provided by widyaiswara.

The Impact of Lecturers' Competence in Management of Low Learning on the quality of Learning services , including reducing the enthusiasm of training participants in participating in learning , as well as the knowledge gained by training participants was less than optimal . The thing to worry about is the presence of training participants in the class is less than optimal as it appears intermittently there are those who have permission to back, participants are less interested in participating in learning in class. Things that can support the Lecturer Competency in Learning Management include: Diklat, following higher level education, workshops, which are supported by the spirit of learning from the relevant widyaiswara and institutions. In addition, according to the respondents, widyaiswara understands the training material will be given to training participants and strive to be more creative.

The obstacles faced by Widyaiswara in fulfilling their competencies in Learning Management include: according to the respondents that widyaiswara is satisfied with what he has done in each of his duties in class and outside the classroom (field learning practice activities), less trying to improve his quality as in implementing preparation, implementation of learning to evaluation. The thing that is often seen is that in preparing the airing material that is still lacking in quality, variations in the use of the method also still look lacking. The thing that is very different from the previous answer is that according to some respondents stated that most widyaiswara felt that they had experience in teaching and training participants no one "complained" in following the learning process in class and outside the classroom / when PBL. Although there were some training participants who complained in following the learning to the training committee and to the class assistants. Efforts and solutions u ntuk meet Lecturer in Management Learning Competence in order to meet the quality of learning in training including through training, seminar, workshop. The answers from the respondents were strongly influenced by observations, thoughts and perceptions, so that they got a variety of answers related to the competence of the Widyaiswara BBPPKS Regional II Bandung. Perception is very important for the answers given. Each respondent has his own perception of the competencies possessed by widyaiswara. Perception is a process of understanding by someone or someone else (Hanurawan, 2015: 46). The perceptions held by these respondents vary depending on the experience they have.

B. Research Result Analysis

Referring to the Regulation of the Head of the State Administration Agency Number 5 of 2008 concerning the Standards of Competency Standards Instrument, the Widyaiswara has four competencies, namely: *learning management, personality, social, and substantive*. The four competencies are supported by each sub-competency which is certainly expected to achieve the intended competencies. Support for sub-competencies for learning management competencies are: (1) Making Design and Development of Eye Education and Training (RBPMD) and Learning Plans (RP); (2) Prepare teaching materials; (3) Making broadcast material; (4) Applying adult learning; (5) Making effective communication with participants; and (6) Evaluating learning. Whereas, the support of sub-competencies for personality competencies are: (1) Showing the person being emulated; and (2) Implementing a code of ethics and showing work ethic as a professional widyaiswara. Support for sub-competencies for social competence are: (1) Fostering relationships and cooperation with fellow widyaiswara; and (2) Establishing relationships with organizers/managers of training institutions. Furthermore, the support of sub-competencies for substantive competencies are: (1) Mastering the knowledge and skills of practicing in accordance with the training material taught; and (2) Writing scientific papers related to the scope of education and/or development of their specialties. Regarding the training participants, the indicators for achieving sub-competency are effective communication with participants and formulated that widyaiswara has the ability to: (1) master communication techniques effectively, and (2) use tools skillfully according to the learning situation. Furthermore, it is still related to the training participants, that for the indicators of achievement of sub-competencies motivating participants' learning enthusiasm it is formulated that widyaiswara has the ability: (1) to know the participants' desires for learning material, (2) applying learning methods / techniques that are appropriate to the training participants' characteristics and material learning, and (3) encourage participants to provide comments / arguments. Whereas, for the indicators of achievement of sub-competency in evaluating learning, it was formulated that Widyaiswara had the ability to assess participants' absorption of learning material.

Self mastery widyaiswara consisting of: insight into nationality, integrity and ethics, is a guarantee in carrying out their duties to educate, teach, and train (dikjartih), because it is directly related to the personality competencies of the widyaiswara itself. For indicators of achievement of sub-competencies, the exemplary personal displays are formulated that widyaiswara has the ability to: (1) treat training participants without distinguishing religion, customs of origin, ethnicity and gender; (2) behave honestly, fairly, firmly and consistently; and (3) controlling themselves in interacting. Whereas, for indicators of achievement of sub-competence, implementing a code of ethics and showing work ethic as professional widyaiswara are formulated that they have the ability to: (1) Demonstrate polite appearance, (2) Show selfless attitude and behavior, (3) Work independently, (4) Demonstrate discipline, (5) Demonstrate creativity, (6)

Demonstrate responsible behavior, (7) Work in teams, (8) loyalty, and (9) Develop themselves in accordance with the demands of environmental advancement.

Indicators of achieving sub-competency fostering relationships and collaboration with fellow widyaiswara are formulated that widyaiswara has the ability to: (1) Communicate well with fellow widyaiswara, (2) Cooperate with fellow widyaiswara, (3) Act and behave that generates empathy and sympathy to fellow widyaiswara, and (4) Acting according to religious norms and society. Whereas, for indicators of achievement of sub-competency in establishing relations with the organizers/managers of training institutions, it was formulated that widyaiswara has the ability to: (1) Communicate well with the organizers/managers of training, (2) Respect the organizers/managers of training, and (3) behave and act raises sympathy and empathy for the organizer/manager of training. Substantive competence must be owned by widyaiswara. For indicators of achievement of sub-competence mastering science and the skills to practice in accordance with the training materials taught are formulated that widyaiswara has the ability: (1) explain the substance of the material being taught, (2) apply the substance of the material being taught, (3) respond to participants' responses/questions, and (4) analyze the substance of the material being taught. Meanwhile, for the indicators of achievement of the sub-competence of writing related scientific papers, it was formulated that widyaiswara has the ability: (1) master the writing technique, (2) master the research methodology, (3) master the scientific writing technique, and (4) analyze the research results .

The learning evaluation was carried out by the Bandung Regional II BBPPKS widyaiswara in general by means of a quiz delivered by Diklat participants. Training participants' answers were used as a reference to measure learning outcomes. In addition to giving quizzes, sometimes pre-test and post-test. Pre Test and Post Test are usually carried out on participants in training divisions in the social work profession and social counselor. The basic reason why Pre Test and Post Test is given, because in Training and Education gaps in the social work profession and social educator is required a graduation rate. Personality competencies possessed by widyaiswara are very varied, and very unique, especially related to personality displayed to Diklat participants. Personality is very much influenced by his life background in family, education and environment. Personality is very influential in behaving and communicating to Diklat participants, if there are participants who feel uncomfortable, even some of them fainted and cried during the learning process in class and during Field Learning Practices (PBL), it is strongly related to the personality of the widyaiswara concerned. Personality is also closely related to the code of ethics, a situation that does not please the participants of the training is very contrary to the code of ethics, because specifically the attitude carried out by widyaiswara to training participants resulting in sadness, disappointment is not only detrimental personally, but affects the reputation of the

widyaiswara corps institutions and institutions. In general, the social competence of BBPPKS Regional II Bandung widyaiswara is good, but there are a number of widyaiswara in their daily lives who are even less in harmony and communication. The cause is generally related to the personality in question. This is particularly disturbing in easel I ankan task, sometimes the situation is often known by the training participants. This condition should ideally be fostered from institutions so as to foster harmony and increase collaboration among widyaiswara.

Substantive competency, in general widyaiswara has mastered his knowledge and skills so that he can practice according to the training material taught, however, there are several widyaiswara who are still lacking in scientific mastery and in practicing through the training eyes taught. Generally widyaiswara who have entered the main development level young people have been diligent in writing scientific papers to be published in journals and bulletins, but for scientific papers in the form of books are still minimal, due to various obstacles including motivation that is still low, while the lecturer at the pratama, and young levels is very low motivation to write scientific papers.

The competencies of the Bandung II Regional BBPPKS Lecturers up to now are generally very lacking. This situation has not been fully realized by the relevant widyaiswara, and institutions, so that they have not received guidance or evaluation from the institution or the head as the supervisor and direct supervisor. Problems arising in conditions such as training are still diverse, it is difficult for widyaiswara to develop substance professionalism, and find it difficult to become specialists. His approach has been more to the responsibility of implementing Dikjartih. On the one hand, that the Widyaiswara BBPPKS Regional II Bandung felt accustomed to implementing management of learning without proper preparation, normal implementation and without carrying out evaluation so that it was centered on togetherness and the smoothness of the implementation of activities so that the target of education and training learning could be achieved. The weakness of togetherness will give birth to the attitude "all feel able and feel can be all", so that "less feel and thought that widyaiswara competence is very important". Meanwhile, understanding in general that a lecturer is said to be competent when mastering teaching methods and techniques, which include: First, the lecturer must master effective teaching methods. That refers to the principle of effective communication, that widyaiswara messages in learning can be understood and accepted by training participants. This is very important, because a lecturer must be able to deliver the material appropriately to the participants. Second, Lecturers must master interactive teaching techniques. The lecturer can deliver training material in an interesting manner so that the training participants' interest arises to ask questions and respond in the learning process, at the peak of the learning situation becomes "interesting and alive". These two competencies are considered important for a lecturer in teaching for the reason: If the widyaiswara can carry out learning with happy atmosphere, the participants were full

of laughter so they seemed to be learning well, because the participants were entertained, although sometimes the material content was not conveyed. The above conditions are in line with Mulyasa's opinion (2015: 96) that competency is an indicator that points to observable actions, and as a concept that includes aspects of knowledge, skills, values and attitudes as well as the stages of its implementation as a whole.

V. CONCLUSION

- Efforts to improve the competence of lecturers are greatly influenced by self motivation and institutional support.
- The competency of lecturers at the training institute of BBPPKS Regional II Bandung in general is still lacking especially Competence in managing learning and substance competence. Learning management competencies that are not very influential on quality or quality in Diklat learning.
- Widyaiswara did not realize the lack of competence of the lecturer, because in the learning process almost all the training participants received well and no complaints, so that the widyaiswara in carrying out education and training learning did not make good preparations such as not making RBPMD and RP, making the material aired ordinary people who lack variety, in doing learning does not give a hand out, at the end of learning rarely evaluates training participants.
- Lack of monitoring and evaluation from the training committee and officials authorized to the widyaiswara when carrying out preparation, implementation and evaluation of learning. The evaluation used was from the training participants and the results were not immediately followed up, so the widyaiswara considered that what was done in the learning was good.

SUGGESTIONS

All organizers are said, especially lecturers should be able to understand and examine the competence of widyaiswara which includes Learning Management Competence, Personality Competence, Social Competence and Substantive Competence, especially learning management competencies. Every Bandung Regional II BBPPKS Widyaiswara Widyaiswara is expected to be more motivated to improve their competence so they can improve the quality of education and training services supported by the institution. Learning Management Competence, it is very necessary to get serious attention for the BBPPKS Regional II Bandung widyaiswara, to find a solution so that the next training can satisfy training participants. The authorities and training organizers are very much needed to play a role in monitoring and evaluating widyaiswara in the preparation, implementation and evaluation of education and training learning, in order to improve the quality of education and training services organized by Bandung Regional BBPPKS training institutions. BBPPKS Regional II Bandung Institution through authorized officials should be able to further improve in providing opportunities for lecturers to be able

to improve competencies through including workshops, or technical training needed.

REFERENCES

- [1]. Aunurrahman. 2010. *Learning and Learning*. Alfabeta. Bandung.
- [2]. De-Miguel, Mario, ect, 2011. *Assessment of the Satisfaction of Participants in Training for Employment* [Evaluation de la satisfacción de los participantes en la formación profesional para el empleo]. Universidad de Oviedo (España). http://www.uv.es/RELIEVE/v17n1/RELIEVEv17n1_3eng.htm
- [3]. Hamzah2007. *Learning Model Creates a Creative and Effective Teaching and Learning Process*. Earth Literacy. Jakarta.
- [4]. Harun, CZ.2000. *Education, and Training as a Facility for Human Resource Development at PT POS Indonesia (Persero), Analysis of the Education and Training System in the P {os Bandung Training Center*. Out line (<http://digilib.edu/pasca/available/etd-1202105-084810/> , accessed November 3, 2018).
- [5]. M. Nazir 1998. *Research Methods*. Ghalia Indonesia, Jakarta.
- [6]. Nasution, MN 2001. *Integrated Quality Management (Total Quality Management)*. Ghalia Indonesia. Jakarta.
- [7]. Pranoto, J. 2003. *Lecturer Functional Position Perspective in Civil Servants Education and Training*, (Online), (http://perpibrary.upi.edu/abstrak/administrasi/upload/juni_pranoto_perspektif_jabatan_fungsional_Widyaiswara_dalam_pendidikan_dan_pelatihan_pegawai_negari_sipil.pdf, accessed November 3, 2018)
- [8]. *Regulation of the Head of the State Administration Agency Number 5 of 2008 concerning the Standards of Competency Standards Instrument*.
- [9]. Sanjaya. 2009. *Curriculum and Learning*. Kencana Prenada Media Group. Bandung
- [10]. Supono, 2015. *Evaluation of Training Participant Satisfaction on Lecturer Competency Plumbing and Sanitation Study Program*, Department of Building, P4TK for Automotive and Electronics in Malang. Center for Development and Empowerment of Educators and Medical Personnel in the Field of Automotive & Electronics Malang.
- [11]. Siwi UK. 1993. *Systems Approach in the Design of Training Programs Based on Tasks (Competence)*. Jakarta.
- [12]. Waspodo, M. 1999. *The Role of Widyaiswara in Implication of SPAMA Training Curriculum : Bureaucratic Reform of the Republic of Indonesia*, Number 22 of 2014 concerning widyaiswara functional positions and credit numbers.